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ABSTRACT

Because knowledge of educational opportunities is one of the most important factors in choosing a career, the objectives of this unit are to provide both the leader and American Indian girls involved in the career development program with general information about educational opportunities and to provide sources when specific information is needed. The unit focuses on college education, vocational-technical schools, and apprenticeship programs. It consists of two parts, each containing a narrative section and an activity section, one for girls aged 12 to 14 and one for those from 15 to 18. A portion of the activity sections consists of case studies for discussion and problem solving. There are exercises to help girls examine their personal values. "Objectives and Occupations" demonstrates the important relationship between objectives and career choices. A slide set entitled "Women in Apprenticeships" is available separately to acquaint the girls with the variety of career opportunities available through apprenticeship programs. The leaders' guide contains background information on various educational opportunities and includes suggestions for financing attendance. There is a list of supplemental information which may be ordered for use with the unit. (CM)

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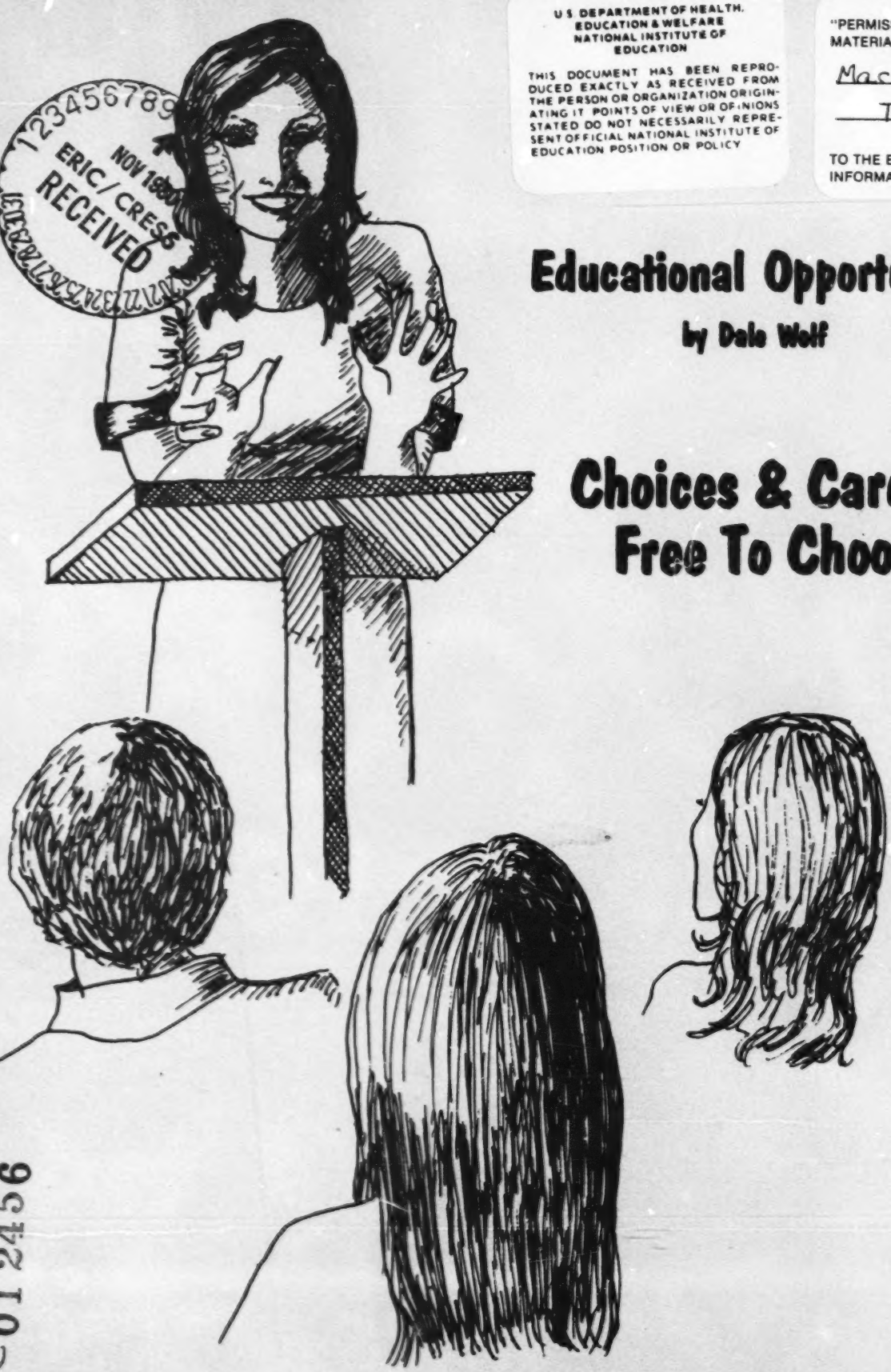
Educational Opportunities

by Dale Wolf

Choices & Careers Free To Choose



RC012456

UWEX Cooperative Extension Programs
University of Wisconsin-Extension

Educational Opportunities

Book II

by Dale Wolf

Illustrated by Amy Martin

About The Author

Dale Wolf is a member of the Bad River Band of Lake Superior Chippewas. She is a 1974 magna cum laude graduate of Northland College at Ashland, Wisconsin, with a degree in sociology. While attending Northland she served as chairperson of the Native American Council and as a member of the Indian Studies Committee. She has worked as a housing specialist for the Indian Urban Affairs Council in Milwaukee, as a YCC counselor at Clam Lake, and as a teacher aide for Indian literature at Ashland High School, Ashland. Presently Dale holds the position of Native American Counselor at Northland College.

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About The Program

"Educational Opportunities" has been developed as part of the project Choices & Careers, Free to Choose, a career development project for tribal girls. The project was developed with the assistance of tribal women in Wisconsin and was funded with special needs funds from Extension Service-USDA.

Fact Sheet

Educational Opportunities — Unit for Girls

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Choices & Careers
Free To Choose

The purpose of this unit is to provide general information about educational opportunities. The unit focuses upon college, vocational-technical school, and apprenticeship programs. It also provides sources on how to obtain more specific information.

The unit consists of a leaders guide (W2GZ4), "Educational Opportunities," Book II (W3GM4) for girls 12 to 14 years old, and "Educational Opportunities," Book III (W3GO4) for girls 15 to 18 years old.

As an aid in teaching the unit you may wish to order Opportunities Through Education, free from the Wisconsin Board of Vocational, Technical and Adult Education, 4802 Sheboygan Avenue, Madison, Wisconsin 53702; Wisconsin Women In Apprenticeship, free from the Department of Industry, Labor, and Human Relations, Division of Apprenticeship and Training, P. O. Box 2209, Madison, Wisconsin 53701; Career Education Directory from the Wisconsin Board of Vocational, Technical, and Adult Education, 221 North Carroll Street, Madison, Wisconsin 53703; and Introduction to the University of Wisconsin System from Statewide Communications, University of Wisconsin System, 1856 Van Hise Hall, Madison, Wisconsin 53706. Also, the Handbook of Job Facts can be ordered for $6.00 from Science Research Associates, Inc., 259 East Erie Street, Chicago, Illinois 60611.

W1GZ4

A slide set "Women in Apprenticeships" may be ordered from Community Programs, 432 North Lake Street, 401 Extension Building, Madison, Wisconsin 53706.

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UWEX Cooperative Extension Programs
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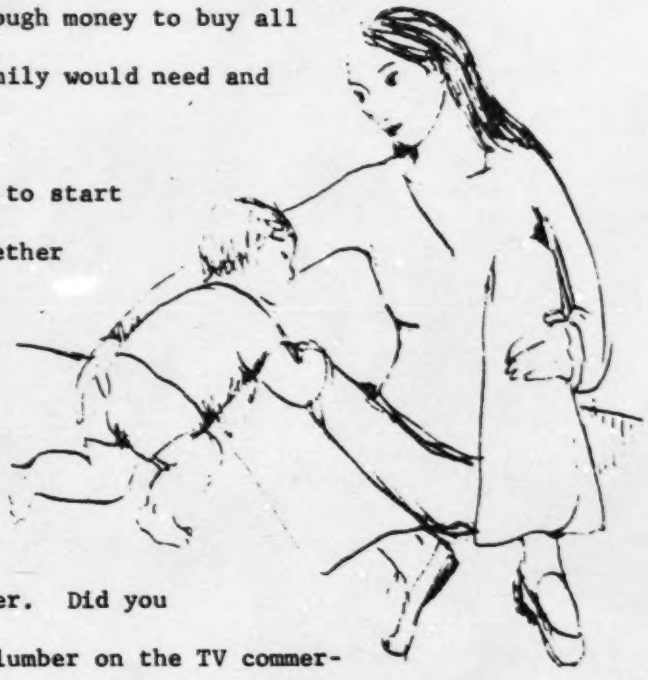
EDUCATIONAL OPPORTUNITIES

Throughout your life, you will have to make decisions. Some decisions are small and some are large. For example, you make decisions about what you are going to wear to school on a certain day, what you are going to do on a Friday evening, and even whom you are going to go out with.

Decisions are important! They determine what your life will be like. For example, you are interested in a particular boy and you want to look your best around him. But on a certain day, you decided that he wasn't going to be around, because someone told you that he would be playing basketball at the school all afternoon. So you decided not to wash and set your hair and did not put on your best jeans and top. All of a sudden he appeared. You had decided not to look your best. Your choice was wrong <u>but</u> it was based on incorrect or incomplete information. Either he did not intend to play basketball all afternoon or he changed his mind and you did not know this. How are you feeling now? Probably, unhappy about the situation. This is a story about a girl who made the wrong choice, but that choice will not probably affect her for the rest of her life.

But other decisions that you will have to make will affect your life greatly. Among these are your career plans. Have you ever thought of what you are going to do someday? Many young girls say that they are going to get married and be a wife and mother. But have you ever thought that you might not find the man of your dreams or that it may take some time? Maybe you will decide not to marry. What will you do?

Or even if you do get married, what if your husband gets sick? Or what if he doesn't make enough money to buy all the things you and your family would need and like?



Maybe now is the time to start thinking about a career whether you get married or stay single. There are all kinds of things you can be—a social worker, nurse, doctor, accountant, carpenter, or even a plumber. Did you ever see "Josephine" the plumber on the TV commercial? You may think it's funny, but many women are going into jobs only men had before. Carpentry, welding, auto mechanics, and plumbing are only a few of the so-called male jobs that women are pursuing. And they pay good money!

How do you become any of these things? Well, you usually have to go to school. You've heard about college and vocational school. You may not have heard about apprenticeship programs. These are the programs in which you learn carpentry, welding, plumbing, and other trades.

What is college? It is a school of higher learning and may be the place you decide to go if you wish to become a teacher, lawyer, nurse, or social worker. In college you can take many kinds of courses and usually you have more freedom to choose

the courses you like.

Vocational school is the place to go if you would like to become a secretary, bookkeeper, dental assistant, auto mechanic, or practical nurse.

The apprenticeship program, mentioned above, is somewhat different from college or vocational school. There you learn a trade such as carpentry, welding, masonry, or plumbing while on the job and get paid for it at the same time.

You will have to decide what you want to do with your future. Find out as much as you can about careers and education. It may help you make the "right" decision.

Things You Wish You Had Known ... When You Went To School

... I'd need an iron.

... I'd have to be able to sleep with lights on and classmates talking.

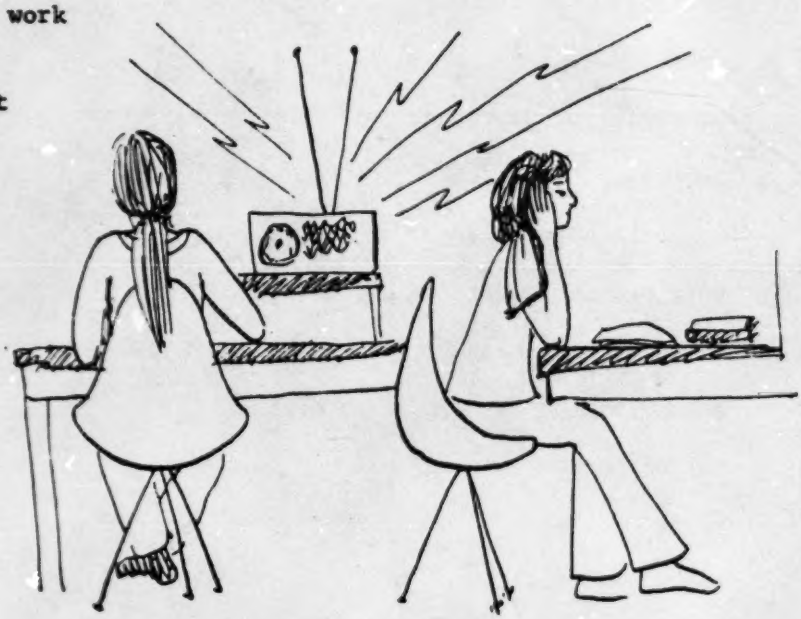
... College is a lot of work and not all fun.

... It is lonely without your family.

... Everybody is different and I have to live with them.

... I should have learned how to type.

... There is no one to tell me to get up in the morning or to do my homework.



... Although courses are hard, they are interesting.

... The student union is not always the best place to go, because it breaks the mood one needs to study.

... I have to be open to new ideas, although I do not have to accept them all.

... Getting used to a roommate is not always easy. It requires a lot of give and take.

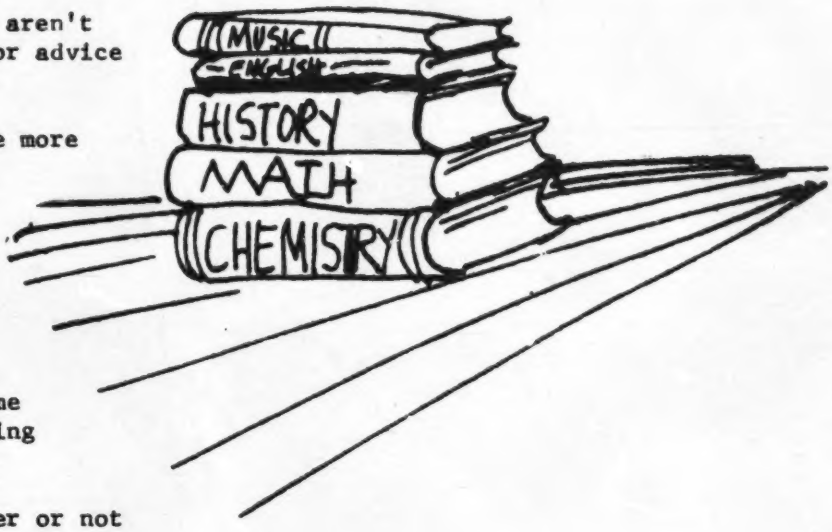
... I should not be afraid to let people know who I am.

... The best way to study is determined by me and not necessarily by what experts tell me.

... I have to learn how to use my time, so things get done.

... College isn't as hard as everyone says.

... My mother or sister aren't around to turn to for advice or sympathy.



... I should try to make more friends than one.

... I should keep up in all my reading and not try to do it the night before a test.

... I have to expect some loneliness. Adjusting takes time.

... I must decide whether or not college is for me.

... I should try different kinds of courses, and let myself be open to new subject matter.

... I must learn not to judge people by their outward appearance.

... I can save money if I buy second-hand books from other students.

... It's important to learn how to take good notes and then to review them as soon after as possible.

... I should have read more in high school and read faster.

... In college I am completely on my own and have to make my own decisions.

... It's helpful to know what kinds of clothes kids wear at college, blue jeans in most colleges being acceptable.

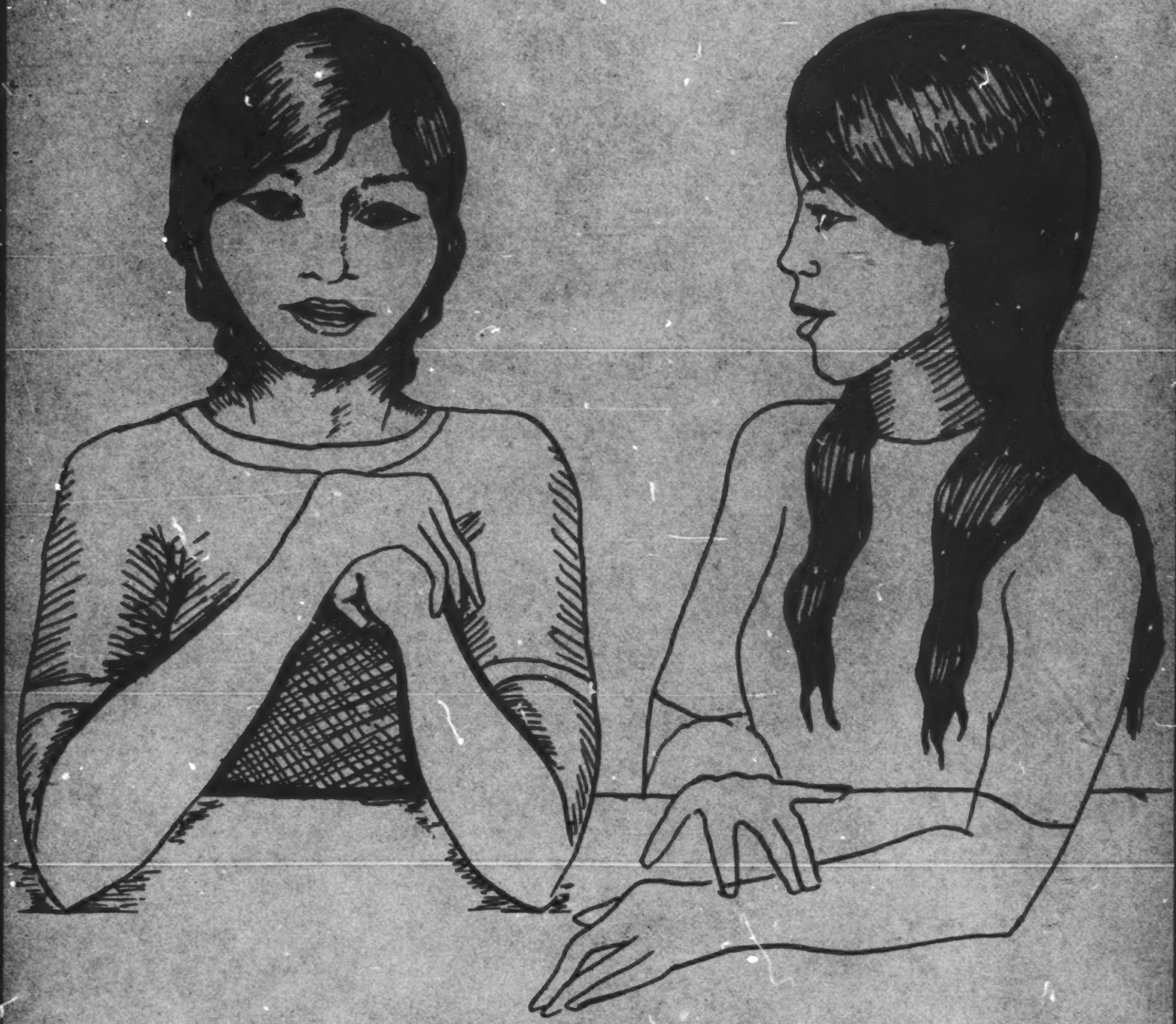
... I shouldn't study so hard that I don't have time for recreation and people.

... I need more money than I thought I would. Little things add up quickly.

... Other Native American students are going to the college of my choice.

... I should fill out my financial aid applications early in the year so my checks will arrive on time.

... It's important for me to attend orientation so I will be familiar with what is going on, and to pre register so I will get the classes I want and need.



Activity Section

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Check List

Check the 3 things you want most:

Health ___	Popularity ___
Money ___	Independence ___
Career ___	Power ___
Love ___	Education ___

Others ._____

_____

_____

_____

What are you doing now to get them?

What Would You Do?

If I were tribal chairman of a reservation, What 3 things would I do?

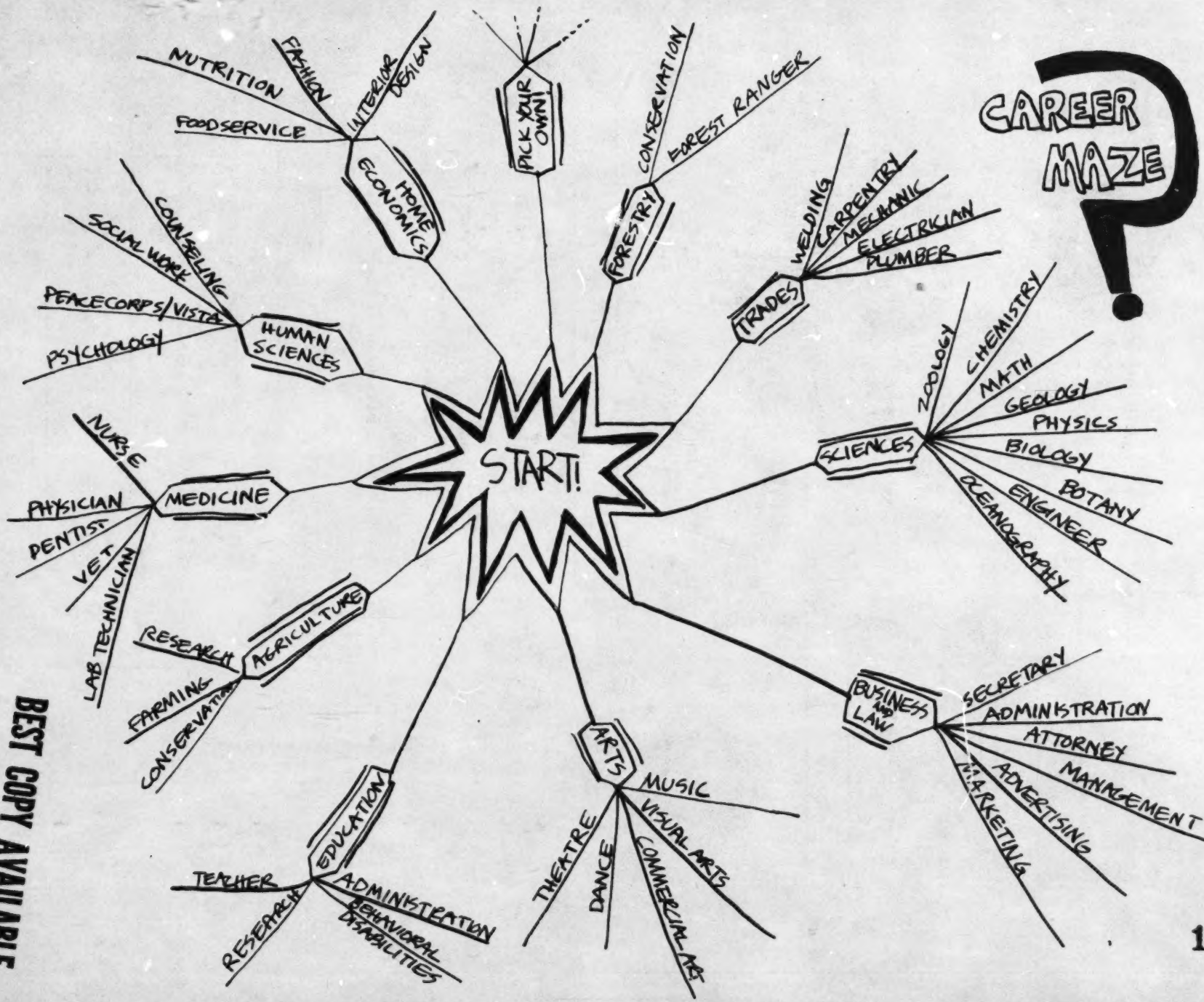
1.
2.
3.

If I had all the money in the world How would I spend it?

1.
2.
3.

If I were all alone in the world with all the materials I needed, What 3 kinds of activities would I do?

1.
2.
3.



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How I Become...

Answer the following questions:

How do I become a veterinarian? I become a veterinarian by _____

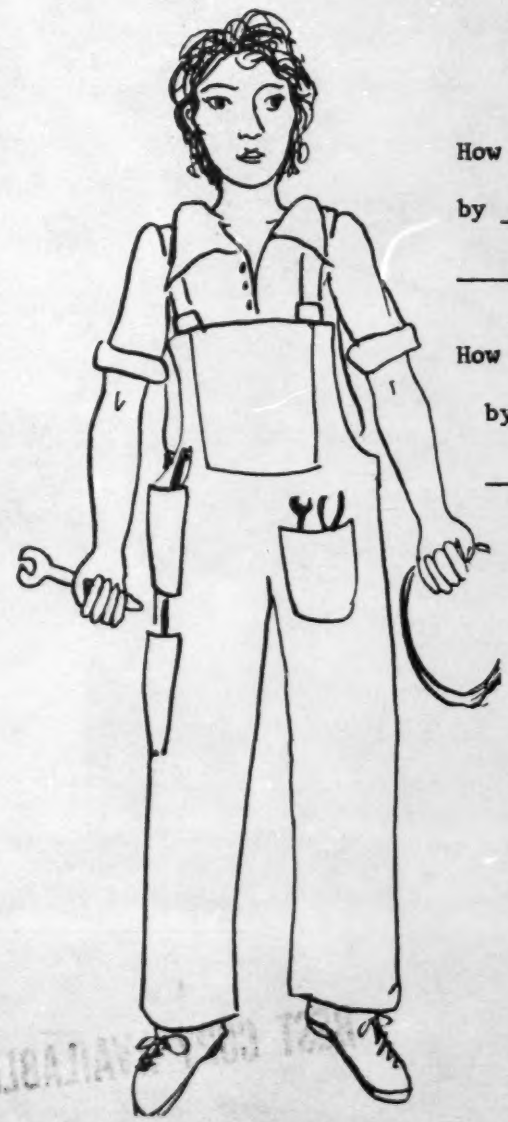
_____

_____

How do I become a teacher? I become a teacher by _____

_____

_____



How do I become a secretary? I become a secretary by _____

_____

How do I become a carpenter? I become a carpenter by _____

_____

How do I become an auto mechanic? I become an auto mechanic by _____

_____

_____

How do I become a lawyer? I become a lawyer by _____

_____

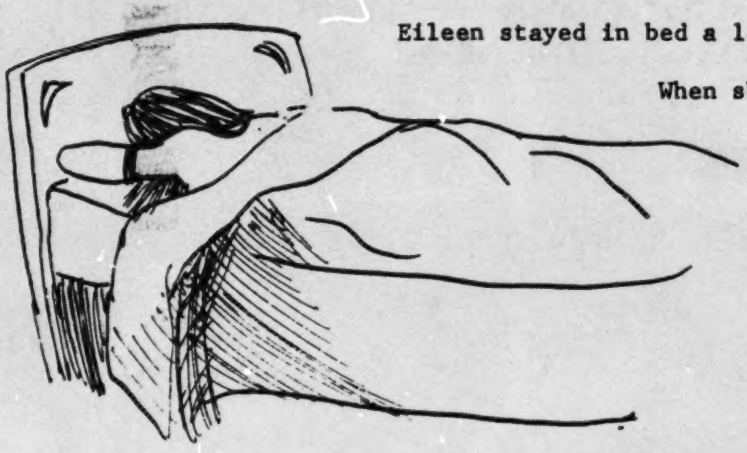
_____

On Your Own

Think of all the things you would have to do if your mother was gone for a week — from morning until night for a week straight...

Is She Likely To Succeed

It was Monday morning and Eileen's mother was calling for the third time, "Eileen, it's time to get up. You'll be late for school."



Eileen stayed in bed a little bit longer. When she finally got up and out of bed, she had fifteen minutes to catch the bus to school. There was no time for breakfast.

She got to the bus on time, but realized she has forgotten her school books. She thought, "Well, it really doesn't matter. I can get along without them." Her first class was at 8:30 a.m., and as she sat down at her desk, she noticed she had also forgotten her notebook and pen. "Can't take notes today, but I can remember what the teacher says."

The night before, Eileen had stayed up to watch the late movie and now she was beginning to nod off. The teacher called on her to answer a question. Eileen replied, "I don't know." She hadn't read her homework the night before. The late movie had been more fun to watch.

Eileen decided that she would skip her next class. If she went over to the store maybe she would wake up a little more. Besides, Al, Donna, and Mary were going to be over there. And Eileen wanted to find out what had happened over at Al's house the other night.

When she went to the study hall the next period, she thought reading the latest True Confession magazine was better than reading Huckleberry Finn for her next English class.

Lunch period was over, and she was entering her English class late when she heard Mrs. Gilbert saying, "Today, we are going to have a surprise quiz to see who has read the assignment for today." Eileen didn't even attempt to answer the questions.

Eileen's school day was over and as she was going home she thought to herself, "Today was a real flop. Maybe I better study tonight and get to bed early." As she walked into her house, her younger brother who had gotten home earlier was watching a good show on television. She decided to do her homework later; this TV show was really good.

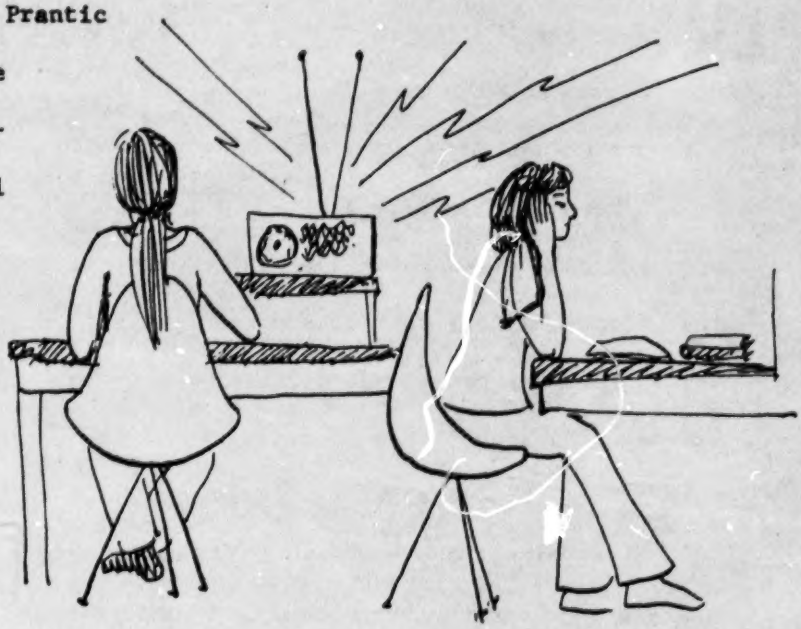
After dinner she sat down to do her homework in the kitchen. She heard a knock at the front door and wondered who it was. Her best friend walked into the kitchen and told Eileen a bunch of friends were coming over to her house. Would Eileen want to come over? Eileen thought about it and decided that she would just have to pretend that she was sick the next day.

Do you think Eileen will succeed in college or vocational school? Why or why not?

The Dorm

Debbie was off to college and mighty excited. She kept on thinking about her new roommate. She didn't know much about her, but things were going to be great. Dorm living was going to be fun, too.

She and her parents arrived on campus and found the dorm she was going to be living in, Prantic Hall. Walking down the floor she would be living on, she noticed all the girls coming in and out of their rooms. She thought to herself, "I can have all kinds of friends, but most importantly, I'll have my roommate."

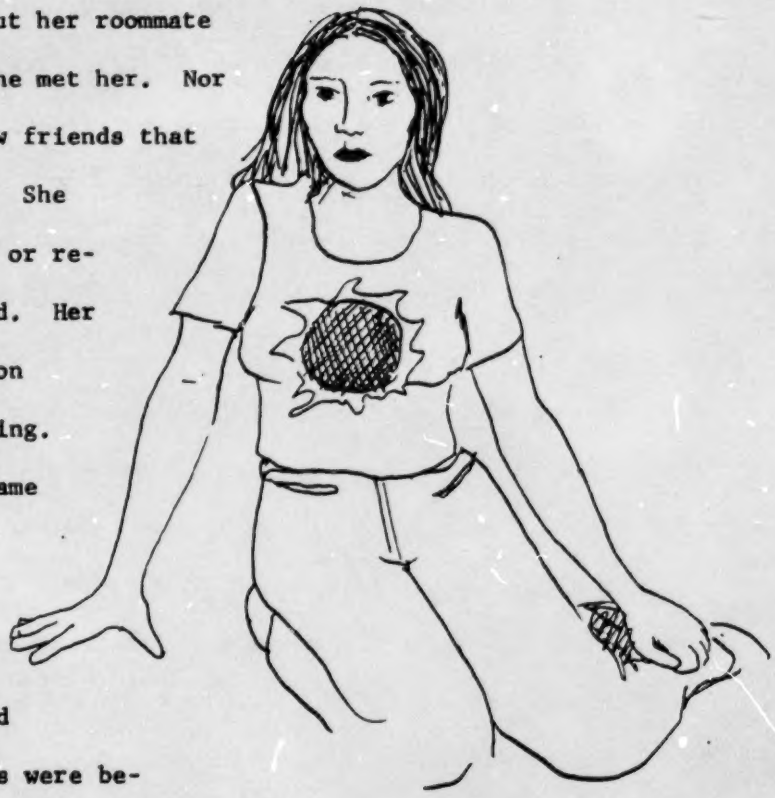


She found her room and looked inside, then turned to her mother disappointingly and said: "This room looks awful. It's so bare and small." A second later, another girl appeared at the door. She stared at the door, the ceiling, the floor, everywhere except at Debbie and her parents. Finally, Debbie said, "Hi, I'm Debbie. Are you my new roommate?" The girl replied that this was her room and her name was Linda. She walked into the room and began to unpack her luggage.

Debbie thought, "I guess that things aren't going to be all great, especially my roommate."

Two weeks later, Debbie was feeling homesick. Things weren't like good old home. Radios and phonographs were blaring constantly. She

didn't know much more about her roommate than she did on the day she met her. Nor had she made all those new friends that she had expected to make. She couldn't run to the stove or refrigerator when she wanted. Her roommate kept the lights on long into the night studying. Things just weren't the same at all.



It took Debbie three or four weeks to become somewhat accustomed to dorm life. Some things were beginning to work out all right. Linda, her roommate, was loosening up a little and girls from down the other side of the hall were beginning to drop into their room. She learned she had to study in the library because of the noise in the dorm. She still would have preferred being able to study in her room. But all in all, she was beginning to make more friends and feeling less lonesome.

What do you think are the advantages and disadvantages of living in the dorm? How would you handle the disadvantages?

16

Apartment Life

As she walked around her new apartment, Jo felt at a complete loss. She had expected to feel good about being on her own finally. Instead, she was feeling mixed up and alone. She walked into the bedroom and there was no furniture, bed or otherwise. In the kitchen the refrigerator was empty. There was nothing in the living room. Jo was now becoming frantic. She had been so happy about having an apartment. She decided the best thing to do was just to go to sleep for the night. Maybe things would be better in the morning. Jo tossed and turned all night; she wasn't used to living in a place all by herself.

The next morning Jo woke up and went to her classes. She realized she was going to have to spend a lot of time at the library. She thought she would start that very evening. The only problem was that she lived a mile from school and the library, and she hadn't had dinner yet. It would take her at least several hours to go home, fix dinner, and come back again. Jo decided to eat at the college cafeteria instead of wasting all that time. The dinner cost $2.50. It was more than she had expected. Jo began to think things were more complicated than she had expected.

Several weeks later, Jo was feeling better about things. She had collected some secondhand furniture and things were picking up around the apartment. Her sister had come to visit her for the weekend. Jo had a place for her to stay. They had had fun fixing meals together and going out for the evening. Although things weren't exactly running smoothly, Jo was feeling a whole lot better.

Jo found that she had to make a schedule and use her time wisely. Otherwise, her studies were going to suffer. In running back and forth from her apartment she didn't have a lot of extra time. She had to fix her meals, especially dinner, ahead of time.

She also had throught about getting a roommate. She was just plain lonely. Jo had come from a close family and had lots of relatives. Now she was living alone in an apartment by herself. Nor was she meeting a lot of new people at school. She just wasn't on campus enough. When she was, she was either in classes or at the library.

Jo began looking for a roommate in hopes of finding someone she would be able to get along with.

What are the advantages and disadvantages of living in an apartment?

Can you think of ways of overcoming the disadvantages?

Educational Opportunities

Book III

by Dale Wolf

Illustrated by Amy Martin

About The Author

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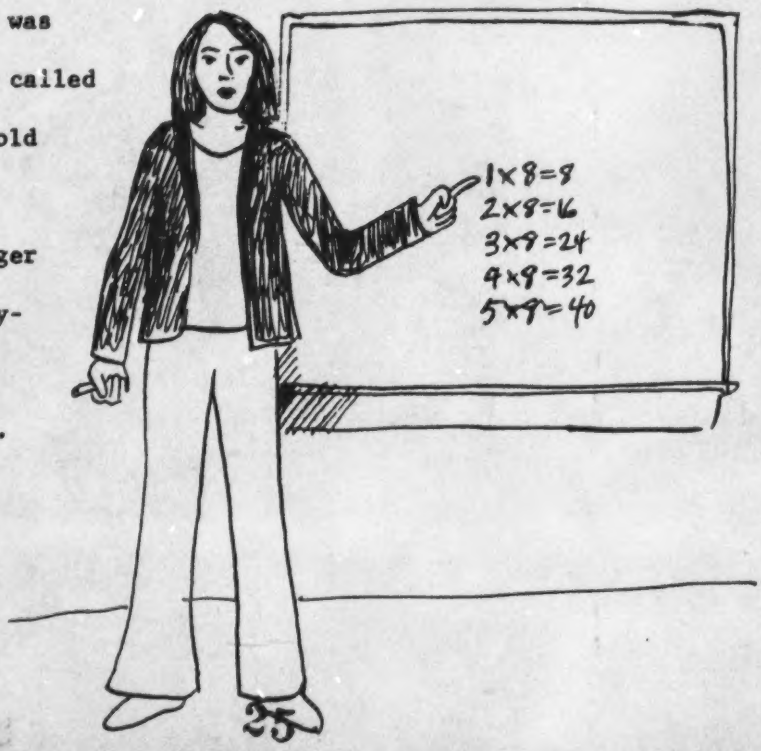
Educational Opportunities

When you were young there were probably many times when you said to your parents, "I don't want to go to school" or "I don't feel like going to school." But your parents in most cases replied, "Well you're going, anyway!" You probably didn't have a choice in the matter. Now you're in high school, and after high school you will be faced with choices and decisions.

Do you realize one of the biggest decisions you will have to make concerns your future and what you will do with it? Have you consciously thought about what you're going to do or what you want to be? (The two go hand in hand.)

In the past, most women naturally assumed that they would choose a mate and have children immediately after high school. Society didn't give them much of a choice. If a girl was single at the age of 21 or 22, there was something wrong with her. She was considered weird. She was called names like "spinster" or "old maid."



Today, that is no longer true. Many girls are marrying at a later age and are not being considered weird. More and more women are deciding to take advantage of educational

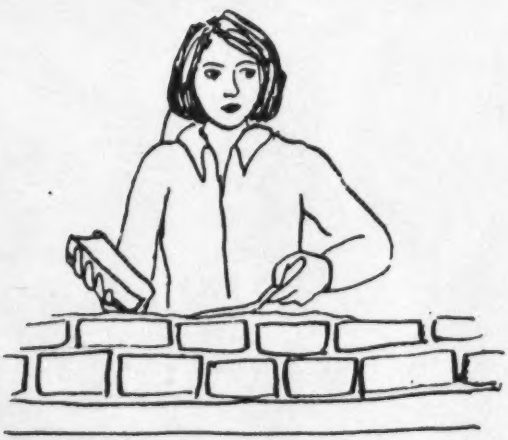
opportunities leading to careers.

What educational opportunities are available to you? Three important ones are (1) college, (2) vocational-technical school, and (3) apprenticeship programs.

Whether you are a freshman or senior, now is the time to look into educational opportunities. Here are people you can contact concerning these opportunities:

1. Guidance counselors
2. Home-school coordinators
3. People in your community who have attended higher educational institutions
4. Parents
5. BIA education specialists
6. Counselors in the local vocational-technical schools and colleges
7. Youth workers.

Remember, now is the time too for you to start preparing for the choice you will have to make!



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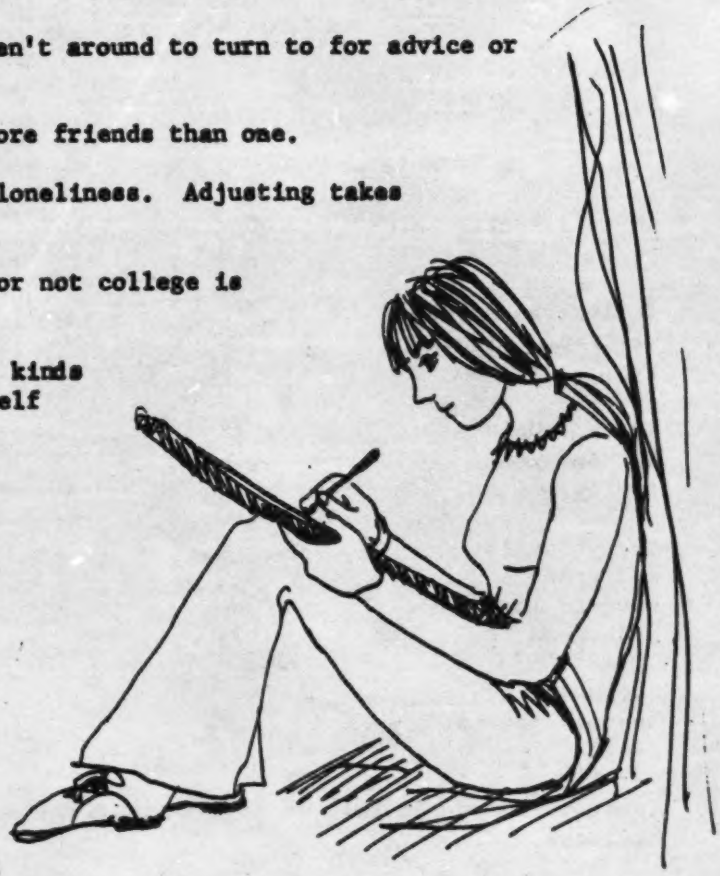

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Activity Section

DO NOT FILM
BEYOND THIS

Check List

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Career ___	Power ___
Love ___	Education ___

Others _____

_____

_____

_____

What are you doing now to get them?

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2.
3.

If I were all alone in the world with all the materials I needed, What 3 kinds of activities would I do?

1.
2.
3.

What If...

If you could live anywhere in the world, where would you live?

What would you like the people to be like?

What would you be doing in this place?

Objectives and Occupations

Below are listed objectives. Choose two objectives you consider most important. Then from among the occupations listed, select the one occupation that is most likely to achieve both objectives.

OBJECTIVES

(1) To earn $15,000 a year

(2) To live in your own tribal community

(3) To take only one year of educational training

(4) To work outside

(5) To work with people

(6) To work with your hands

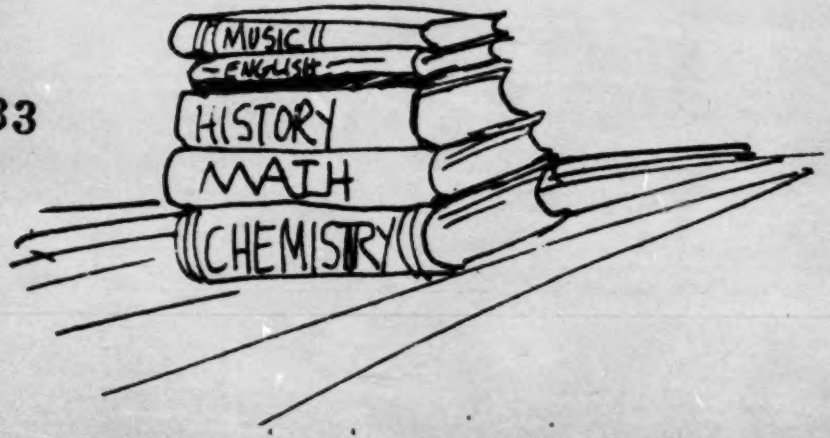
(7) To be your own boss

(8) List others that are important to you:

_____

_____

_____



OCCUPATIONS

(1) Social worker

(2) Doctor

(3) Head of a company

(4) Teacher in local community

(5) Owner of arts and crafts store

(6) Forest ranger

(7) Lawyer

(8) Policewoman

(9) Teacher

(10) Guidance counselor

(11) Photographer

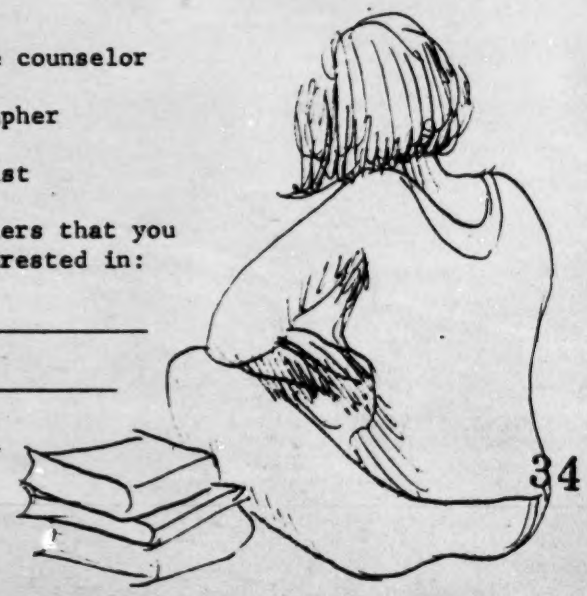
(12) Journalist

(13) List others that you are interested in:

_____

_____

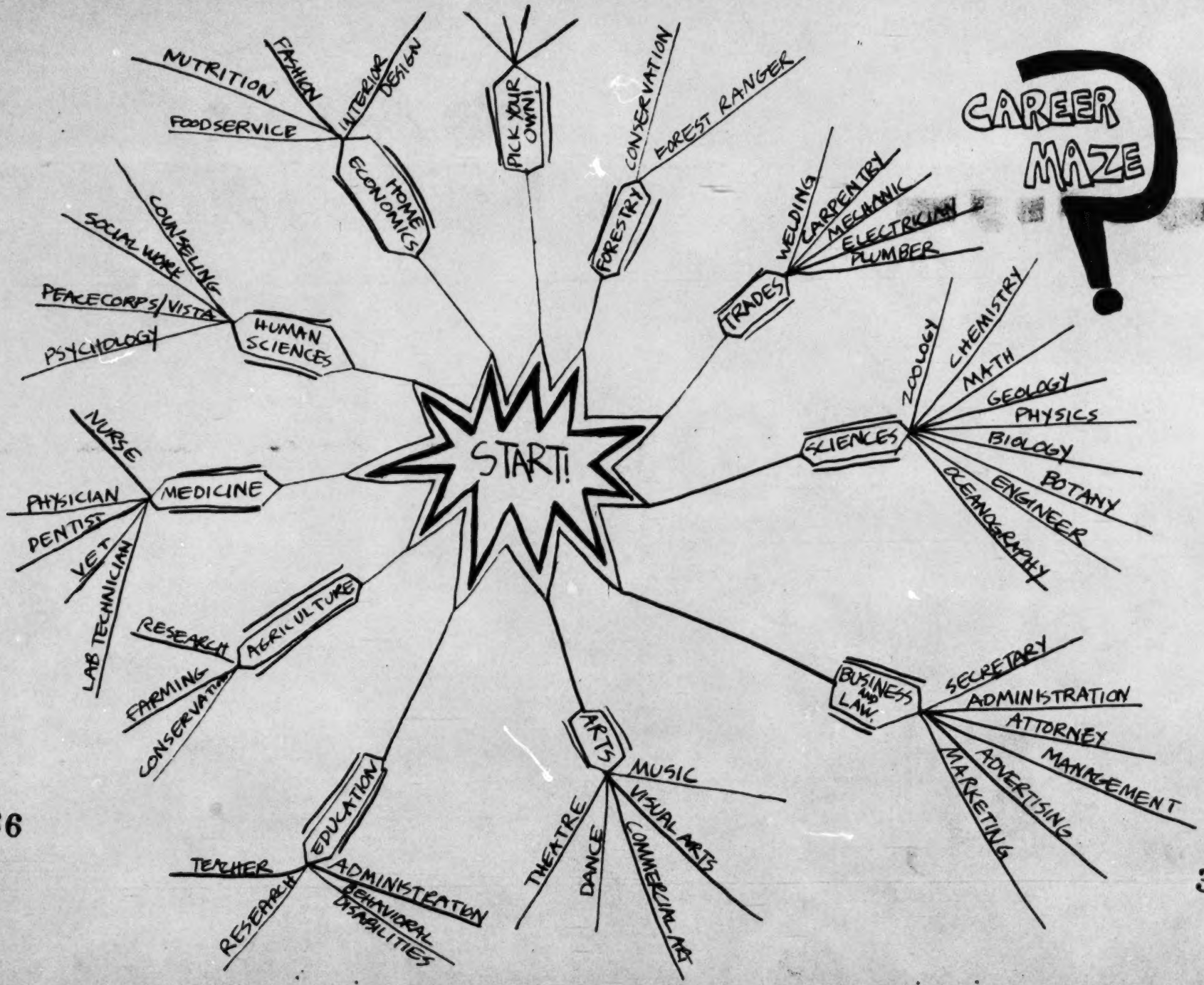
_____



Lucy Goes To College

What does Lucy do to get into College?

What does Lucy do once she gets there?


CAREER MAZE
START!
HOME ECONOMICS
NUTRITION
FOODSERVICE
FASHION
INTERIOR DESIGN
PICK YOUR OWN!
FORESTRY
CONSERVATION
FOREST RANGER
TRADES
WELDING
CARPENTRY
MECHANIC
ELECTRICIAN
PLUMBER
SCIENCES
ZOOLOGY
CHEMISTRY
MATH
GEOLOGY
PHYSICS
BIOLOGY
BOTANY
ENGINEER
OCEANOGRAPHY
BUSINESS AND LAW
SECRETARY
ADMINISTRATION
ATTORNEY
MANAGEMENT
ADVERTISING
MARKETING
ARTS
MUSIC
VISUAL ARTS
COMMERCIAL ART
DANCE
THEATRE
EDUCATION
TEACHER
ADMINISTRATION
BEHAVIORAL DISABILITIES
RESEARCH
AGRICULTURE
RESEARCH
FARMING
CONSERVATION
MEDICINE
NURSE
PHYSICIAN
DENTIST
VET
LAB TECHNICIAN
HUMAN SCIENCES
COUNSELING
SOCIAL WORK
PEACECORPS/VISTA
PSYCHOLOGY

The Dorm

Debbie was off to college and mighty excited. She kept on thinking about her new roommate. She didn't know much about her, but things were going to be great. Dorm living was going to be fun, too.

She and her parents arrived on campus and found the dorm she was going to be living in, Prantic Hall. Walking down the floor she would be living on, she noticed all the girls coming in and out of their rooms. She thought to herself, "I can have all kinds of friends, but most importantly I'll have my roommate."

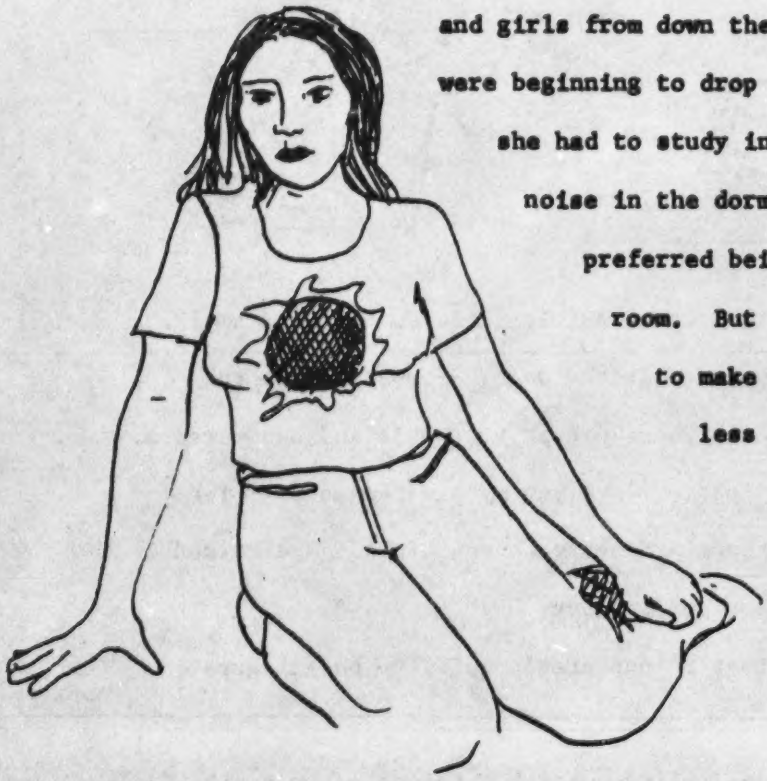
She found her room and looked inside, then turned to her mother disappointingly and said: "This room looks awful. It's so bare and small." A second later, another girl appeared at the door. She stared at the door, the ceiling, the floor, everywhere except at Debbie and her parents. Finally, Debbie said, "Hi, I'm Debbie. Are you my new roommate?" The girl replied that this was her room and her name was Linda. She walked into the room and began to unpack her luggage.

Debbie thought, "I guess that things aren't going to be all great, especially my roommate."

Two weeks later, Debbie was feeling homsick. Things weren't like good old home. Radios and phonographs were blaring constantly. She

didn't know much more about her roommate than she did on the day she met her. Nor had she made all those new friends that she had expected to make. She couldn't run to the stove or refrigerator when she wanted. Her roommate kept the lights on long into the night studying. Things just weren't the same at all.

It took Debbie three or four weeks to become accustomed to dorm life. Some things were beginning to work out all right. Linda, her roommate, was loosening up a little and girls from down the other side of the hall were beginning to drop in their room. She learned she had to study in the library because of the noise in the dorm. She still would have preferred being able to study in her room. But all in all, she was beginning to make more friends and feeling less lonesome.



What do you think are the advantages and disadvantages of living in the dorm? How would you handle the disadvantages?

Apartment Life

As she walked around her new apartment, Jo felt at a complete loss. She had expected to feel good about being on her own finally. Instead, she was feeling mixed up and alone. She walked into the bedroom and there was no furniture, bed or otherwise. In the kitchen the refrigerator was empty. There was nothing in the living room. Jo was now becoming frantic. She had been so happy about having an apartment. She decided the best thing to do was just to go to sleep for the night. Maybe things would be better in the morning. Jo tossed and turned all night; she wasn't used to living in a place all by herself.

The next morning Jo woke up and went to her classes. She realized she was going to have to spend a lot of time at the library. She thought she would start that very evening. The only problem was that she lived a mile from school and the library, and she hadn't had dinner yet. It would take her at least several hours to go home, fix dinner, and come back again. Jo decided to eat at the college cafeteria instead of wasting all that time. The dinner cost $2.50. It was more than she had expected. Jo began to think things were more complicated than she had expected.

Several weeks later, Jo was feeling better about things. She had collected some secondhand furniture and things were picking up around the apartment. Her sister had come to visit her for the weekend. Jo had a place for her to stay. They had had fun fixing meals together and going out for the evening. Although things weren't exactly running smoothly, Jo was feeling a whole lot better.

Jo found that she had to make a schedule and use her time wisely. Otherwise, her studies were going to suffer. In running back and forth from her apartment she didn't have a lot of extra time. She had to fix her meals, especially dinner, ahead of time.

She also had throught about getting a roommate. She was just plain lonely. Jo had come from a close family and had lots of relatives. Now she was living alone in an apartment by herself. Nor was she meeting a lot of new people at school. She just wasn't on campus enough. When she was, she was either in classes or at the library.

Jo began looking for a roommate in hopes of finding someone she would be able to get along with.

What are the advantages and disadvantages of living in an apartment?

Can you think of ways of overcoming the disadvantages?

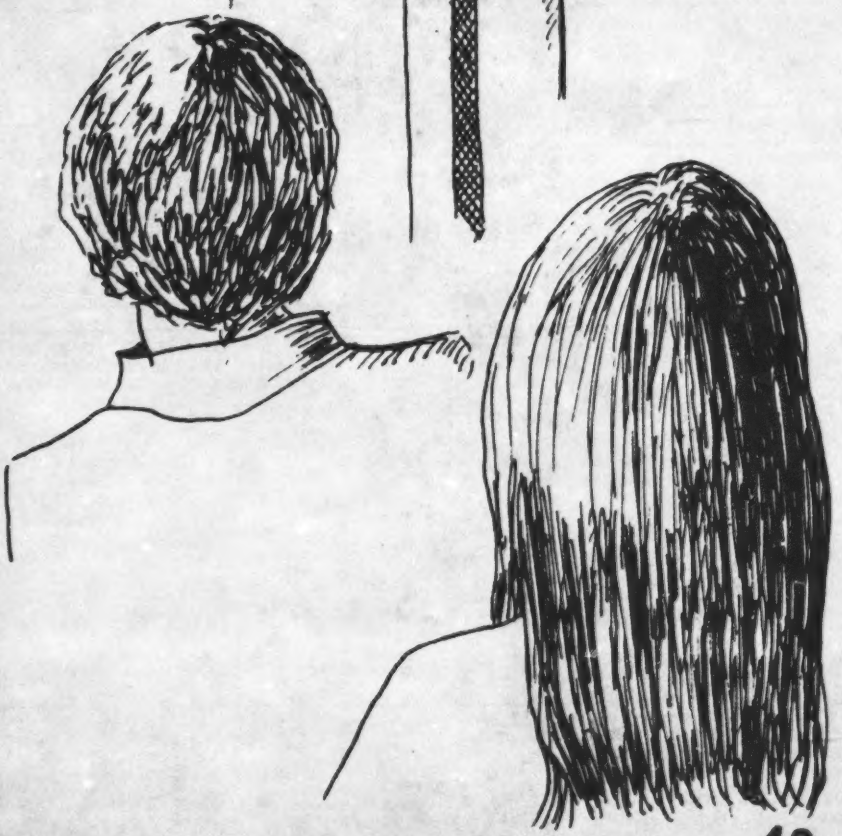
NOV 1980
ERIC/CRES

Educational Opportunities Unit for Girls

by Dale Wolf

Leaders Guide

Choices & Careers Free To Choose



UWEX Cooperative Extension Programs
University of Wisconsin-Extension

W2G24

EDUCATIONAL OPPORTUNITIES

The first question that entered my mind in preparing this leader's guide was what approach was I going to take in discussing educational opportunities. I determined one of the most important factors involved was knowledge—knowledge of what educational opportunities exist and what they are. We often state that a girl must choose what she will do in her lifetime. She must decide.

But what is decision making? It is a process in which a person selects from two or more possible choices. A girl may choose to become a housewife, secretary, or salesclerk because those are the only choices she is aware of. If we can increase her awareness of other choices, we have also increased her freedom to choose.

New choices or alternatives are based on new sources of information. This is why I stress knowledge as one of the most important factors. The more knowledge or information we can give to a girl about educational opportunities, the more we can increase her choices of careers.

In the rest of the leader's guide I will try to provide you with information on educational opportunities. The focus will be on college, vocational-technical school, and apprenticeships. Although one can never have on hand all the information there is about educational opportunities, it is important (1) to have a general picture of what they are and (2) to know how to obtain specific information when one does not have it.

The objectives of this unit are to provide both the leader and the girls involved in the program with general information about educational opportunities and to provide sources when specific information is needed.

College - What is It?

In general, college is an institution of higher learning offering a course of studies that lead to an academic degree. This definition

is extremely general. Why? Because there are many kinds of colleges—private, public, two-year, four-year, community, and Indian. It is important for you as a group leader to seek information on these various types of institutions. A high school guidance counselor or a career counselor at a college or university in your vicinity are possible sources of information. When you are working with the 12-14 age group, it may suffice to tell them that college exists and that there are courses available that they may wish to take, such as history, English literature, art, sociology, math, education, chemistry, psychology, business administration, and Native American studies.

When you are working with the 15-18 age group, you should give additional information. For example, what types of colleges should students attend for various careers? A student who excels in art may attend an art college or a four-year college. If a student states that she would like to be a registered nurse, a two-year or four-year college might be appropriate. Since all colleges do not offer the same types of studies, it is important to know what certain colleges do offer.

It is also important to realize that some colleges excel in certain academic areas. A college may be noted for a strong elementary education program or a strong science program. Related to this is the fact that an individual does not just randomly take courses throughout her time in college. She usually specializes in a particular field such as English, art, sociology, nursing, teaching, and business administration.

A college graduate can further her education by entering a master's program. If she wishes to continue after receiving a master's degree, she may try to enter a doctorate program. Upon completion of this program, she will receive a doctor's degree. Not all colleges and

universities offer master and doctorate programs.

How does one know what a college offers? Every college publishes a catalog. One can obtain a catalog by writing to the college admissions office or by visiting a high school counselor's office.

Other important factors to consider when discussing a collage are size, make-up of student population, and location. Will a Native American girl feel more comfortable attending a small college close to home? Will she be successful in a large university as long as there are other Native Americans around? All these factors should be taken into consideration, so that each student can make a choice more wisely. As a girl's knowledge increases, the chances of making a "better choice" increases.

College Life

College life involves many aspects—living arrangements, organizations, and friendships. All of these are important and play a great part in a student's happiness in college. Many studies show that these factors are related to whether or not a student is successful in college. Let's take a look at some of these factors.

There are a variety of living experiences a student may encounter in college. She may commute to school if the school is nearby. She may live in a college dormitory, all female or coeducational. She may even live in an apartment in town. But each college does not necessarily offer all these types of living arrangements, so one's choices may be limited.

It is important when discussing living arrangements to alert students to the positive and negative aspects of such arrangements. For example, a student unfamiliar with dorm life may not realize that she may have a roommate who is quite different from herself. Adjustments

are easier to make if she is aware of this from the beginning. A student who lives in an apartment may find it more difficult to become involved with the social life of the college and more difficult to establish friendships.

What kind of organizations does the college have? Does it have women's teams in sports? Or a Native American Student Council? These kinds of organizations can be important and provide the reinforcement many students need.

College life and experiences, if positive, can play an important role in a student's success.

College Expenses

College expenses vary from institution to institution. Tuition, which is the charge covering the cost of instruction, can range from under a thousand to about three thousand dollars a year. Other costs include fees, books and supplies, room and board, and personal expenses.

There are a variety of ways college expenses can be financed. When you are working with the girls, it is important to stress this point. Expenses can be covered by grants (TAG, BEOG), the BIA scholarships, state assistance, social security educational benefits, loans, and work-study.

Although many financial aids are available, it is equally important to stress that students and parents, when possible, begin a savings account for educational purposes. A student may receive a good financial aids package, but extra money is always beneficial and usually needed.

It is important to remember that financial applications should be in by early spring the year before entering college.

Vocational-Technical School

Vocational schools, like colleges, vary greatly. Basically, they

can be broken down into two types—public (Wisconsin State System) and private (proprietory). Whether public or private, vocational schools vary greatly in the range of programs and courses that they offer.

The state vocational-technical schools offer such programs as agribusiness, general education, health occupations, business education, and trade and industry. Under each of these program titles there is a further delineation of occupational areas. For example, under health occupations, one may become a dental assistant, medical assistant, practical nurse, occupational therapy assistant, and others.

The Wisconsin State Vocational System attempts to meet the varied needs of the people through the following certification programs:

1. Associate Degree Program—provides broad general and technical education as well as a sound foundation in manipulative skills where these are necessary. The associate degree program is a two-year program.
2. Vocational Diploma Program—is designed to place greater emphasis upon manipulative skills to prepare individuals for more specific jobs than does the Associate Degree Program. The Vocational Diploma Program may be one or two years in length.

Proprietory schools are private vocational schools. They offer many of the same programs as the state vocational schools. As a rule, though, they usually specialize in one area. Proprietory schools may specialize in business, cosmotology, diesel mechanics, barbering, or data processing. Before enrolling in one, check to see if the school is accredited and if it has been in existence for a long time.

Vocational-Technical School Expenses

Within the state vocational system if an individual attends the school located in her own district, expenses involve only an enrollment

fee and charges for books and materials. If a student decides to enroll in a vocational school outside of her district, tuition is paid by the vocational-technical school located in her district. Other costs involve living expenses.

Proprietory schools charge tuition, enrollment fees, and charges for books and materials. Again, living expenses must be considered.

Scholarships, loans, and work-study programs are available to persons attending the state vocational schools, with awards based upon the financial need of the student. Student aids available include educational opportunity grants, Wisconsin higher education grants, Indian scholarships, and state and federal loans.

The Bureau of Indian Affairs will cover the educational costs and the living expenses of students attending proprietory schools.

Apprenticeship Program

What is an apprenticeship? An apprenticeship consists of both learning on the job and related classroom instruction normally furnished in a local vocational-technical school. The basic requirements for an apprenticeship are these:

1. A written agreement stipulates the term of training, the skilled occupation to be learned, and a wage schedule.
2. The work should enable the apprentice to learn the entire skilled occupation.
3. To become skilled in the occupation, the trainee should serve the entire apprenticeship. Terms of apprenticeships usually vary from two to five years.

Individuals interested in apprenticeships may get information regarding various skilled occupations from numerous sources:

1. Local office of the Wisconsin State Employment Service.

2. Apprenticeship coordinator of the nearest vocational-technical school.
3. Local labor and management people.
4. The WISC Information Service (usually available in most secondary school libraries, every Employment Security Office, and many vocational-technical schools).
5. Wisconsin Department of Industry, Labor and Human Relations, Division of Apprenticeship and Training, P. O. Box 2209, Madison, Wisconsin 53701

Applying for an apprenticeship is just like applying for a job. It involves more than merely filling out an application, paying the tuition, and then attending the school. Not every employer in an occupational field that a student is interested in wants to train an apprentice. Furthermore, many of the occupational areas are overcrowded and there are waiting lists of applicants hoping to get into apprenticeships in these fields. The information sources listed can be of help to a student interested in apprenticeships.

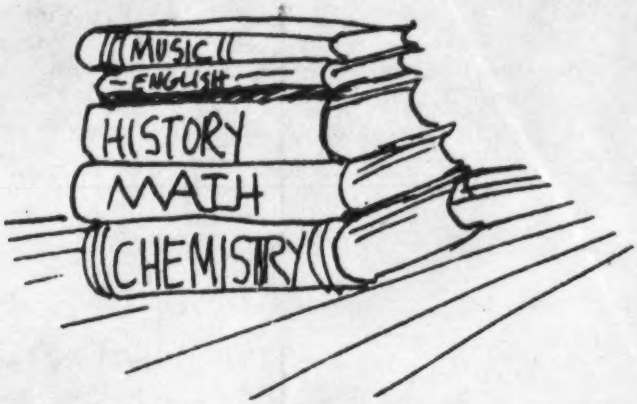
What are the advantages of apprenticeship?

1. The apprentice is an employed worker. The employer or contractor is the only one who can create a job for an apprentice.
2. The apprentice is paid a percentage of the skilled rate of the occupation and is <u>not</u> cheap labor. This rate of pay increases as the apprentice progresses.
3. The apprentice trains under the direction of a skilled craftsperson in the specific occupation.
4. The apprentice attends related instruction classes to learn the theory of the job as well as those things which cannot be taught economically in the shop or at the job site. The apprentice is

paid by the employer while attending these classes.

5. The apprentice acquires current knowledge of the latest equipment and by the newest methods.
6. Apprenticeship builds self-reliance, job motivation, and pride in one's skilled work.
7. The apprentice becomes totally familiar with the industry and its products.

Now is the time to start encouraging Native American girls to enter apprenticeship programs, particularly students who are not college-oriented. No longer should girls sell themselves short and throw away interesting training opportunities because such jobs are considered man's work. Apprenticeship programs are examples of the new opportunities that are opening up for women.



Learning Experiences For Girls - Ages 12 to 14

Decision making is an important skill for any individual to develop. Certain steps are involved in learning the skill of decision making:

1. Finding out what one's own values are.
2. Using knowledge.
3. Using the knowledge one has learned—converting it into action.

Decision making is especially important when used in connection with

career and educational opportunities. Below is a list of learning experiences which may be helpful to a girl who will have to make a decision in the future about educational opportunities.

Examination of Personal Values

1. Have the girls check the three things they want most. What are the girls doing now to get them. The checklist is in on page 7 of Book II.

   If students cannot list what they are doing, you may offer suggestions—for example, education—doing well in school; career—doing well in school, taking appropriate courses, gathering information about careers; money—looking into careers for the future, saving money from part-time jobs.

2. Have the girls complete the activity "What Would You Do?" on page 8 of Book II. The activity may help the girls discover what they value.

   Have the girls discuss their values. Hopefully, in some or most cases, what they value could lead to some kind of career in the future. For example, an answer such as "I would draw" might mean that the student could be a potential artist. Creativity and working primarily alone could be values of the girl. An answer such as "I would help people go to school" could be related to a career as a social worker or a guidance counselor.

   A skillful decision maker can make better choices about careers if she knows what her values are.

   Encourage girls to think about and to discuss their ideas. You might need to ask some questions to help them do so.

3. Using the values she thinks are important (emphasize that these should be kept in mind), each student should fill out the "Career

Maze" on page 9 of Book II.

There is a starting point on the maze. Have each girl draw a line through the maze to the career field she would like to be in. Does what she values coincide with her career goals?

Now the girls are beginning to think about careers. Learning experiences can be used demonstrating how careers are attained.

Knowledge and Information

4. Have the girls complete the activity sheet "How I Become..." on page 10 of Book II.

   How complete is their knowledge of career training? Have the girls use Handbook of Job Facts to find their answers, if necessary.

5. Show the girls the slide set "Women in Apprenticeships." Following is the narration for the slides:

SLIDE	NARRATIVE
1. Woman barber	Kendra Hart, a barber apprentice, is receiving help from her employer in his barbershop in Green Bay, Wisconsin.
2. Woman making a set of false teeth	Barbara Swittel, a dental laboratory technician, is working on a pair of false teeth in a dental laboratory in Milwaukee.
3. Woman working in a dental laboratory	Mary Hoffman is at work in a dental laboratory in Milwaukee. She is employed as a dental laboratory technician.
4. Woman repairing a TV set	Audry Fry is repairing a TV set. She repairs radio and TV sets at a shop in Milwaukee, Wisconsin, and attends classes one day a week as part of her four year apprenticeship program. Her classes cover the theory and details of the repair work.
5. Woman at work as a central office repairwoman for a telephone company	Tools on her belt, climbing ladders, tinkering with switches is how Diana Clingman describes her job as a re-

		pairwoman for a telephone company. Her interest in mathematics is what lead her into the apprenticeship program.
6.	Woman cutting beef	Margaret Tredinnick didn't want to go to college or to work in an office, so she took a ten week meatcutting course at a vocational school and then entered an apprenticeship program in meatcutting.
7.	Woman doing layout	Lorraine Brinza works as an apprentice lithographic stripper. As a girl she enjoyed art courses but felt she was not gifted enough to be an artist. So she looked at other fields closely related to art and found that she liked the printing industry. She is now in a five year apprenticeship program, which requires four semesters of vocational training.
8.	Woman machinist	After ten months as a machinist apprentice, Beulah P. Campbell grinds a sealplate spacer for a J-57 jet engine. Prior to grinding, Beulah measured the spacer with a micrometer and determined how many thousandths of an inch the metal should be ground away.
9.	Woman working on a cockpit	Susan Cranemiller is installing a machine indicator on the instrument panel in the radar pilot's cockpit at Hill Air Force Base, Utah.
10.	Computer repair apprentices at work	Linda K. Morgan (seated) and Diane L. Mathison, airborne electronic computer repair apprentices, are in a 2 1/2 year program at Tinker Air Force Base, Oklahoma. Their program administrator comments: "The women in the apprentice program score in the top 50 percent on the basis of classroom work, on-the-job training, and supervisory evaluations. We have found that women have sparked a spirit of competition; classes with one or more women seem to do better overall."
11.	Woman repairing machine	Susan Callentine is an inertial platform repairer apprentice at Newark Air Force Base.
12.	Women repairing electronic	Bonnie Clark and Marvis Barrett are

equipment	electronic equipment repairer apprentices at Wrama. They are performing Depot repair on the MD-7 antenna. This is a subassembly of the MD-7 bomber fire control system used on the B-58 aircraft.
13. Woman working as electronic instrument mechanic	Claudia Montigo Maggi, a second year mechanic apprentice, is calibrating a vacuum tube voltmeter at the naval air facility in Alameda, California.

6. Have the girls break up into two opposing groups (or four if necessary). Ask the girls in one group to pretend that they have careers which in the past have been male-oriented—for example, doctor, carpenter, business accountant, truck driver, or plumber.

   Assign the other group to female-oriented careers—for example, teacher, nurse, secretary, librarian, or home economist. Have them debate why their careers are better. You as moderator will explain later why <u>both sides</u> are good.

7. Invite Indian women who are in various occupations to speak to the girls. Women who are students in college or vocational school could also be speakers.

8. Use the activity sheet "On Your Own" on page 11 of Book II. Have the girls think of things they would have to do on their own if their mother was not there—from morning to night for a week straight. Explain that these are things they will probably have to do if they live in a dorm or an apartment, Suggest to the girls that they try to do some of the things on their own. Things like getting up every morning develop independence and responsibility.

9. Have the girls pretend to be a college or vocational school student with $20 a week to spend (excluding room and board). How would they spend it? Remind them that they will need laundry money, coke money,

toilet items, a movie or night out, etc.

See if they know what to budget for and are able to do so.

10. If you wanted to know about higher education, how would you go about finding information? Have the girls list their answers.

Sources: counselors
home-school coordinators
parents
people in the community who attended higher educational institutions
school catalogs

11. Have the girls read the story on Eileen called "Is She Likely to Succeed" on page 12 of Book II. Ask them how successful they think Eileen will be if she enrolls in college or vocational school. Why do they think so?

12. Have the girls list the things they would need if they were going to college.

Example:	towels	toilet items
	radio	spreads
	pillow	sheets
	clock	items to decorate room
	school supplies	suitcase

13. Have the girls read the case studies "The Dorm" and "Apartment Life" on pages 14 to 17 in Book II. After they have read the materials, have them list and discuss the advantages and disadvantages of the two living styles. The learning experience will demonstrate neither living style is perfect.

Learning Experience For Girls - Ages 15-18

Again, remember we are talking about educational opportunities and the skill in decision making. Learning experiences will focus on examination of one's knowledge and information.

It is important to remember that within this age group the ideals of love and marriage play an important part in their thoughts. Although

there is nothing wrong with these ideals, it is also important to remember we are trying to encourage educational opportunities.

Examination of Personal Values

1. Have the girls check the three things they want most. What are the girls doing now to get them. The checklist is on page 6 of Book III. If students cannot list what they are doing, you may offer suggestions—for example, education—doing well in school; career—doing well in school, taking appropriate courses, gathering information about careers; money—looking into careers for the future, saving money from part-time jobs.
2. Have the girls complete "What Would You Do?" on page 7 of Book III. The activity may help the girls discover what they value.
3. Ask the girls: "If you could live anywhere in the world, where would you live? What would you like the people to be like? And what would you be like? Refer them to the activity sheet called "What If..." on page 8 of Book III.
4. Here is another learning experience that may help girls think about their future. Ask the girls, "If you were 34 years old and all the the newspapers were writing a story on you, what would you like that story to say?"

   Have the girls share what they would like their story to tell. Have a discussion on some of their values in connection with careers. Remember never to place a negative judgment on a person's values. For example, a girl automatically states that she wishes the newspaper articles to say she was a good housewife or mother. Do not say this is wrong but offer alternatives, such as excellent doctor, or aggressive hard-worker in a career.

Knowledge and Information

5. Have the girls complete the activity sheet "Objectives and Occupations" on page 9 of Book III. This learning experience demonstrates the important relationship between objectives and choice.
   A girl's objective may be to make a lot of money. A person does not make a considerable amount of money by being a teacher in elementary or secondary schools. A girl may want to work with people. Social work would lend itself to this objective while other career choices might not, such as writing or art.
   Are the students realistic about their own objectives as compared to the occupational choices made?
   Most of the occupations listed involve training (education). Emphasize this, giving examples.
6. Ask the students what they would like to be. Have them list the steps they take to attain what they want. Watch for any steps that may have been missed.
7. Have the girls complete "Lucy Goes to College" on page 10 of Book III. Lucy is going to college. What does she have to do? What does she have to do in the area of applying, financing, and living arrangements? What kinds of things will she need?
8. Show the girls the slides on "Women in Apprenticeships." The narration begins on page 10 of this guide.
9. Have the girls break up into two opposing groups (or four if necessary). Ask the girls in one group to pretend that they have careers which in the past have been male-oriented—for example, doctor, carpenter, business accountant, truck driver, or plumber.
   Assign the other group to female-oriented careers—for example, teacher, nurse, secretary, librarian, or home economist. Have them

debate why their careers are better. You as moderator will explain later why both sides are good.

10. Use resource Indian women when possible to serve as speakers for the girls session. If at all possible, invite doctors, social workers, lawyers, women in trades, or even young women still in college. Women employed in the vocational-techinical area would be great.

11. Show the girls the set of slides "Task of a Housewife," which are part of the materials for Growing Up—Unit for Girls. Ask the girls if this is what they want to do most of their lives.

12. Have the girls complete the "Career Maze" on page 11 of Book III. Have them draw a line to the career field or fields they would like to enter. Have them discuss what they have to do to achieve the occupations they want.

13. Have the girls read the case studies "The Dorm" and "Apartment Life" on pages 12 to 13 of Book III. After they have read the materials, have them list and discuss the advantages and disadvantages of the two living styles. The learning experience will demonstrate neither living style is perfect.

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